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ABSTRACT

This guide lists and annotates approximately 120 English and 10 French resources available for use in special education and guidance/counseling in Alberta, Canada. Resources include books, monographs, curriculum materials, videos, and laser disks. Information typically provided includes title, date, source and order number, price, and the annotation. Annotations are grouped into the following categories: assessment; attention deficit hyperactivity disorder; autism; awareness; behavior disorders; cerebral palsy; deaf or hard of hearing; dependent handicapped; early childhood services; educable mentally handicapped; emotional disturbances; epilepsy; French resources; gifted and talented; guidance and counseling; home economics; information and legal issues; integration; interagency collaboration; learning disabilities; physical education; programming for students with special needs; reading; social skills; trainable mentally handicapped; transition planning; and visual impairment. An index offers access by title. (DB)

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RESOURCES

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FOR

SPECIAL EDUCATION

an annotated list

and

GUIDANCE & COUNSELLING

EC 304 657

Vous retrouverez aussi des ressources disponibles en français

Sp.Ed
Alberta Education
Special Education Branch

BEST COPY AVAILABLE

Resources for Special Education and Guidance & Counselling

an annotated list

1995

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11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Telephone: (403) 422-6326 FAX: (403) 422-2039

This document is intended for:

Students	
Teachers	✓
Administrators	✓
Counsellors	✓
Parents	
General Public	

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Introduction

Resources are available from the following locations:

LRDC

Customer Service and Sales
Learning Resources Distributing Centre (LRDC)
12360 - 142 Street
Edmonton, AB T5L 4X9
Telephone: (403) 427-2767 FAX: (403) 422-9750

Please order LRDC materials directly from the LRDC.

Special Education

Special Education Branch
10th Floor, East Devonian Building
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Telephone: (403) 422-6326 FAX: (403) 422-2039

For information on resources marked TBA (To Be Announced) please contact the Learning Resources Officer, Special Education Branch, at (403) 422-6326.

ACCESS

ACCESS NETWORK
Media Resource Centre
3720 - 76 Avenue
Edmonton, AB T6B 2N9
Telephone: (403) 440-7729 (in Edmonton) OR 1-800-352-8293 (outside Edmonton)
FAX: (403) 422-1947

Please confirm with ACCESS the availability and expiry dates of their productions. Include the ACCESS order number with your order.

In some cases, there are limits on the number of copies available.

For ORDER FORM(s), see next two pages.

PLEASE NOTE: Prices do not include the 7% Goods and Services Tax (G.S.T). Prices given are subject to change.

Indicates new publications

Indicates video

Indicates laser disc

Special Education Branch, Alberta Education
Order Form

SHIPPING: Date: _____

Send to: _____
(Please print clearly)

Address: _____

_____

_____
(Complete address including Postal Code)

Telephone: _____ FAX: _____

QUANTITY	NAME OF DOCUMENT/PUBLICATION

FORWARD ORDER FORM TO: Special Education Branch, Alberta Education
10th Floor, East Devonian Building
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2

Telephone: (403) 422-6326
FAX: (403) 422-2039

June 1995

LRDC ORDER HEADER SHEET

INSTRUCTIONS FOR ALL CUSTOMERS (For mail or Fax Orders) **DATE:** _____

SHIPPING

Forward to: _____
(Please print clearly)

Address: _____

_____

_____
(Complete address including Postal Code)

Contact Name: _____ Fax #: _____

Telephone #: _____

CHARGE

Charge accounts are available to eligible school authorities as outlined in the Buyers Guide under "Terms of Payment." Other orders are accepted on a "**Prepaid Basis**" only.

This declaration must be completed for all orders that are to be charged to established accounts with **Learning Resources Distributing Centre**. It is agreed full payment for this order will be made within **THIRTY DAYS** of receipt of goods.

Authorized by: _____ Date: _____
(Signature of duly authorized office)

Purchase Order No.: _____ Attached [ ] Yes [ ] No

Charge to: _____
(Name and no. of School Authority/Customer)

Address: _____

_____
(Complete address including Postal Code)

CASH

Orders for teachers, parents, and other individuals and some schools may be accepted **ON A PREPAID BASIS ONLY**. Check your calculations carefully as learning resource products will only be supplied to the value of remittance received. Include GST.

REMITTANCE ENCLOSED: $

Submit to: Learning Resources Distributing Centre
Customer Service and Sales
12360 – 142 Street NW
Edmonton, AB
T5L 4X9

Phone: (403) 427–5775 Fax: (403) 422–9750

95-02-13

What's New

Programming for Students with Special Needs Series

Looking for strategies for teaching students with special needs? Coming in October 1995 are the first four books in a series developed with Edmonton Public Schools and field tested across Alberta. Addressing the concerns of regular and special educators, the *Programming for Students with Special Needs* series includes:

Book 1: Teaching for Student Differences

Book 2: Essential and Supportive Skills for Students with Developmental Disabilities

Book 3: Individualized Program Plans

Book 4: Teaching Students who are Deaf or Hard of Hearing.

Detailed descriptions on pages 34–35.

Social Skills

- Skillstreaming the Adolescent: A Structured Learning Approach to Teaching Prosocial Skills
- Walker Social Skills Curriculum: The ACCEPTS Program
- Walker Social Skills Curriculum: The ACCESS Program

Further information on pages 37–38.

Awareness

A set of 15 short brochures provide teachers with a wealth of information about specific exceptionalities. After providing tips on recognizing the symptoms, each brochure outlines practical ideas regarding classroom management and includes a list of local agency contacts. The three new brochures are Autism, Down's Syndrome and Muscular Dystrophy. For a complete list of the series, see page 5.

Attention Deficit Hyperactivity Disorder

Take a few moments to read about these new authorized resources which explain how ADD/ADHD can affect academic performance and what educators can do to effectively assist students in regular and special education classrooms. See pages 2–3.

Guidance & Counselling

Leading experts in the field have helped create several documents which reflect the new trends in guidance and counselling.

For annotations see pages 21–23.

Assessment

- Promising Assessment Models and Practices
- Standards for Psycho-educational Assessment

Details on page 1.

How Are We Doing?

Alberta Education would appreciate your assistance in filling out this evaluation to determine if *Resources for Special Education and Guidance & Counselling: An Annotated List* meets your needs.

My position is: ❑ Teacher ❑ Administrator ❑ School Personnel
❑ Central Office Personnel ❑ Library Personnel ❑ Other

1. Please rate your level of satisfaction with the annotated list:

	Very Satisfied	Satisfied	Not Satisfied
a. Ease of locating information			
b. Clarity of annotations			
c. Subjects covered			

If column three is checked, please provide suggestions for improvement.

_____

_____

_____

_____

2. *Resources for Special Education and Guidance & Counselling* is updated annually. To meet your ordering needs, when should the annual edition be distributed:

❑ January–March ❑ April–June ❑ September

Other Comments:

_____

_____

_____

_____

Please mail or fax your response to Grace LeBlanc, Learning Resources Officer, Special Education Branch, 10th Floor East, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2. Telephone (403) 422-6326; FAX (403) 422-2039.

Assessment

Assessment and Consultation Services for Sensory Impaired Multi-Handicapped, Severely Emotionally Disturbed (Autistic), Severely Language Disordered (Aphasic) Students (1989)

Special Education / $N/C

This monograph provides information on assessment and consultation services in Grande Prairie, Edmonton and Calgary. These organizations help local school jurisdictions provide educational services for students with special needs. Student eligibility criteria are described.

Promising Assessment Models and Practices (1994)

LRDC / Order #281155 / $2.80

This document presents exemplary models of assessment currently used in Alberta schools. Part I includes collaborative assessment models, Part II describes promising assessment practices and Part III features Education Quality Indicators assessment initiatives. Comprehensive assessment practices from school jurisdictions in the United States are also presented.

Standards for Psycho-educational Assessment (1994)

LRDC / Order #281163 / $3.10

This monograph describes an assessment process to follow once a concern is identified, the ethical principles that guide psycho-educational assessment and the expectations and standards established by Alberta Education for psycho-educational assessment.

Understanding Students' Needs: A Guide for Developing and Implementing Assessment Procedures for Students Encountering Educational Changes (1993)

LRDC / Order #261909 / $9.15

This manual helps administrators, specialists and teachers better understand the process of assessment in order to develop and implement effective programs for students with significant education differences. It guides readers through assessment issues and helps them develop programs and policies specific to their needs.

Attention Deficit Hyperactivity Disorder

ABC's for Success: Attention Deficit Disorder (1995)

By **Dwaine and Dianna Souveny**
Red Deer, AB: Children's Services Centre

LRDC / Order #294497-01 / $TBA

ABC's for Success is an approach intended to promote positive behaviours in elementary students with Attention Deficit Disorder. **A** - adaptations maximize the opportunity for students to achieve success by modifying aspects of the situation, **B** - beliefs build upon the student's strengths and current abilities, **C** - consequences teach the student the desired behaviours and motivate the student to display them at appropriate times, **S** - self-control develops the student's skills and desire to independently display the desired behaviour. This resource also includes some strategies for parents.

ADD Hyperactivity Handbook for Schools (1992)

By **Harvey C. Parker**
Florida: Impact Publications

LRDC / Order #294504-01 / $TBA

This handbook contains an overview of the important facts about ADD and provides practical and proven techniques elementary and secondary teachers can use in the classroom to help students and their families. It contains sections on special education interventions and programs, sample IEPs for ADD students, guidelines for classroom structure and much more.

Anwers to ADD, The School Success Tool Kit: Video (1992)

By **John F. Taylor**
Oregon: Sun Media

LRDC / Order #292136-01
$38.45 /102 minutes

This video has excellent strategies for teachers and parents to use with students at all grade levels. The categories addressed are: Forming a Team, Staying on Task, Taking Better Notes and Staying Organized, Reducing Fidgets/Squirmies, Maintain I-Can-Do-It Feeling, Winning the Homework War, Subject Area Strategies.

Attention Deficit Disorder: Hyperactivity Revisited: A Concise Source of Information for Parents and Teachers (1988)
By **H. Moghadam**
Alberta: Detselig Enterprises Ltd.

LRDC/ Order #153768 / $11.35

This Canadian author offers a brief historical review of the disorder and its causes, the rationale for recommended treatment and a prognosis for the maturing student with ADHD. The author discusses various methods of treatment for ADHD including stimulant therapy, behavioural modification and diet. Also included are parent and teacher questionnaires and guidelines for diagnostic criteria.

Educator's In-Service Program on Attention Deficit Disorders (1992)
By **Mary Fowler**
Florida: Children and Adults with ADD

LRDC / Order #294546-01 / $TBA

An excellent inservice program for teachers which is easy to use and includes lots of tips and strategies. The programs include: understanding educational implications of the disorders, identification and assessment protocols, intervention practices and problem-solving techniques. The multimedia package contains: the program manual, colourful transparencies and a copy of *C.H.A.D.D. Educators Manual*.

How to Reach and Teach ADD/ADHD Children: Practical Techniques, Strategies, and Interventions for Helping Children with Attention Problems and Hyperactivity (1993)
By **Sandra F. Rief**
New York: Centre for Applied Research in Education

LRDC / Order #294538-01 / $TBA

This resource contains many practical strategies for helping students with ADD in elementary and junior high school. It is organized into 30 comprehensive sections on such topics as: effective management techniques, organization and study skills, multisensory strategies for teaching academic skills, cooperative learning techniques and much more.

Autism

Awareness Series — Autism

For ordering details, see page 5.

Learning to Live: Autism (1987)

ACCESS / Order #6165-16
30 minutes

This video discusses the results of an ongoing research program that has a practical therapy aspect for autistic children. Autism is a lifelong developmental condition that is treatable in varying degrees with early diagnosis and intervention. The symptoms are caused by physical disorders in the brain and result in unusual or abnormal behaviour, ranging from passivity to aggression.

Awareness

Awareness Series (1995)

LRDC / Order #295578-01 / $TBA

This series of 15 information brochures helps teachers, students and parents handle extraordinary learning and medical conditions in the classroom. The pamphlets include information on:

- allergies
- asthma
- autism
- cerebral palsy
- deafness and hearing loss
- diabetes
- Down's syndrome
- emotional disturbances
- epilepsy
- fetal alcohol syndrome
- learning disabilities
- muscular distrophy
- spina bifida
- Tourette syndrome
- visual impairments.

Discover Together: An Active Learning Program on Disability Awareness for Children From Age 5 to 13 (1992)

Ottawa, ON: Department of the Secretary of State of Canada and Rick Hansen Man in Motion World Tour Society.

This teaching resource helps teachers introduce students from ages five to 13 to a variety of disability issues. *Discover Together...* consists of print and audiotape. It outlines the philosophy and goals of the program, provides suggestions for teacher preparation, offers sample lesson plans for each of six disability units and provides suggestions for activities to enhance the lessons.

Order directly from Human Resources Development, Status of Disabled Persons Program, 25 Eddy Street, Suite 100, Hull, Quebec, K1A 0M5; Telephone (819) 997-2412.

Native Awareness: Behind the Mask

ACCESS / Order #2785-01
30 minutes

This video is designed to help educators increase their knowledge and awareness of Native culture and lifestyles in order to meet the needs of the Native student in the classroom. Through interviews and narration, the themes of stereotyping, diversity and aspects of native culture are addressed. The program concludes with educators sharing ideas and suggestions for meeting the needs of the Aboriginal learner. A workshop leader's guide is included.

Native Library Resources for Elementary, Junior and Senior High Schools (1992)

This bibliography contains resources which were evaluated by a team of practising Native teachers. It is divided into four sections:

- Native Education Project Books
- Division I & II: Elementary Level
- Division III & IV: Junior and Senior High Level
- Audiovisual: Elementary, Junior High, Senior High and Teacher Reference.

The resource is currently under revision.

Available free of charge from: Alberta Native Education Project, 11160 Jasper Avenue, Edmonton, AB, T5K 0L2; Telephone: (403) 427-2043; Fax: (403) 422-5256.

Behaviour Disorders

Behavior Challenges: A Shared Approach (1992)

LRDC / Order #233891 / $6.00

This document is for school counsellors, psychologists and/or special education personnel who are trained to assess and intervene where behaviour problems are suspected. Such experts may use the information in a cooperative effort with students, parents, teachers and administrators. Checklists are provided in a number-rating format to encourage discussion, but are not intended to yield quantitative scores that indicate the presence or absence of a problem. The objective is to identify and explore together the possible causes of perceived behaviour problems. Educators are given specific strategies for dealing with these behaviours in the classroom.

Behavior Disorders in Schools: A Practical Guide to Identification, Assessment and Correction (1986)

LRDC / Order #161216 / $15.85

This manual serves as a practical resource document for the classroom teacher. The contents describe mild to severe behaviour disorders in terms of understanding concepts, assessment and treatment methods. Three forms are included: an Identification Checklist and Summary Form, an Assessment and Program Planning Form for use in planning for students with moderate behaviour disorders and an Assessment and Program Planning Form for use in planning for students with severe behaviour disorders. Examples are included and blank forms may be duplicated for use in schools.

Classroom Behavior: Detecting and Correcting Special Problems (1989)

By **Frank J. Sparzo and James A. Poteet**

LRDC / Order #153792 / $27.50

Classroom Behavior . . . is a supplementary resource for teachers concerned with solving behaviour problems in the classroom. Part One presents general concepts and a basic plan for changing behaviour. Part Two contains suggestions for responding to behaviour problems that teachers face almost daily. Designed for Grades 1–12.

Improving Classroom Behavior: A Preventive Approach (1992)

ACCESS / Order #3336-01

This Level 1 laser disc helps teachers develop strategies to prevent behaviour problems from occurring or escalating. The program focuses on techniques that teachers use every day to help students become independent and cooperative learners. Includes a workbook for teachers and administrators.

Meeting the Challenge: Serving the Behaviorally Disordered (1989)

ACCESS / Order #2755-01
60 minutes

Designed for classroom teachers who are confronted with students with mild behaviour disorders, this video uses case studies to demonstrate family conferences, tangible reinforcers, voluntary time out and written contracts. It also includes interviews with psychologists and administrators, and presents viewer questions and panel responses.

Practical Guide to Solving Preschool Behavior Problems (1990)

By **Eva I. Essa**

LRDC / Order #153776 / $26.65

This "how to" manual uses a situational approach for solving 41 specific behaviour problems that commonly occur in the preschool setting. The text is organized around six sections that closely examine aggressive anti-social tendencies, disruptions, destructive attitudes, emotionally dependent behaviours and eating disorders.

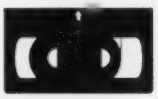
Cerebral Palsy

Awareness Series — Cerebral Palsy

For ordering details, see page 5.

Living with Cerebral Palsy (1984)

ACCESS / Order #2374-01
30 minutes



This video provides information on the medical facts of cerebral palsy (CP), discusses the impact of the disorder on the entire family and provides an insight into the importance of available support services. The program is valuable to parents whose children were recently diagnosed with cerebral palsy. It also serves as a useful resource for public awareness.

Deaf or Hard of Hearing

Awareness Series — Deafness and Hearing Loss

For ordering details, see page 5.

Career Development for Hearing Impaired Students: A Manual for Use by Teachers and Counsellors (1986)

LRDC / Order #161232 / $1.25

This document provides basic, functional information for teachers and counsellors who work with students who are deaf and/or hard of hearing.

Counselling for Hearing Impaired Students:

A Manual for Use by Teachers and Counsellors (1986)
LRDC / Order #161224 / $1.00

Inservice Guide (1987)
Special Education / $N/C

The manual is for teachers and counsellors who work with deaf and/or hard of hearing students. It includes contacts and sources for locating other specific information.

The inservice guide is written for organizations conducting inservice training sessions with staff. It includes a suggested format and materials which contain practical suggestions and references. Limited copies are available.

Education of Deaf and Hard of Hearing Students in Alberta: 1989–1990 (1991)

Special Education / $N/C

This report summarizes information about students who were deaf or hard of hearing in Alberta during the 1989–90 school year. The information was gathered through a series of province-wide surveys of school administrators, teachers and parents. The report describes characteristics of students in Alberta who are deaf or hard of hearing, information about the settings in which they are educated, the resources available for their instruction and care, and other details bearing on their instruction. Other sections summarize the attitudes and opinions of administrators and teachers about the education of students who are deaf or hard of hearing.

Educational Unit on Deafness for Hearing Students (1990)

LRDC /Order #170332 / $2.00

This resource provides an introduction to deafness, including types of hearing loss, causes of deafness and misconceptions hearing people have about deafness. It also includes a brief history of the Alberta School for the Deaf and a section on Famous Deaf Canadians. A quiz, "What Do You Know About the Deaf?," and a manual alphabet are also included.

* Hearing Impaired Curriculum Guide (1983)

Last year available

LRDC / Order #170275 / $2.25

This curriculum guide provides a detailed outline of the areas of learning to be covered in programs for students who are deaf or hard of hearing. The guide covers the sequence of learning in a wide range of fields, from ECS programs to school-leaving age.

The items below are included in the Curriculum Guide BUT can also be purchased individually.

Checklist: Living/Vocational Skills

LRDC / Order #160771 / $1.00

Overview: Living/Vocational Skills

LRDC / Order #160797 / $1.00

ECS Checklist: Living/Vocational Skills

LRDC / Order #160789 / $1.75

*** This document is being replaced in Fall 1995 by the *Programming for Students with Special Needs* series. Please see pages 34–35.**

Language Arts Programming Suggestions for Hearing Impaired Students in Elementary Schools (1989)

LRDC / Order #170473 / $2.00

This monograph helps program-planning teams develop language arts programs for students with hearing impairments in regular classrooms. It points team members toward appropriate instructional approaches and includes resources that may be beneficial to the student.

Let Your Fingers Do the Talking: Deaf Awareness Revised Edition (1987)

ACCESS / Order #2722–01

This laser disc teaches the basics of American Sign Language, including the alphabet, fingerspelling, numbers, work signs and simple phrases. A short test follows each section.

Teaching Students Who are Deaf or Hard of Hearing (1995)

LRDC / Order #292889-01 / $TBA

Book 4 of the *Programming for Students with Special Needs* series includes information on the nature of hearing loss, the various communication systems used, program planning and teaching strategies, and a section on amplification and educational technologies which includes hints for troubleshooting hearing aids and FM systems.

It will be available Fall 1995. For series information, see pages 34–35.

Use of an Interpreter in an Educational Setting: Guidelines and Standards (1988)

LRDC / Order #158990 / $2.90

This document assists staff of Alberta schools and school jurisdictions in the hiring and supervision of interpreters/aides for students who are deaf or hard of hearing and in the development of job descriptions for interpreters in educational settings.

What Now? Practical Suggestions for Parents of Hearing Impaired Children (1985)

LRDC / Order #160961 / $4.10

This booklet offers a range of ideas to help parents provide a comfortable, effective learning environment for their pre-school or school-age child who is deaf or hard of hearing. It provides activities to be used at home and ways to assist the child's school program.

Dependent Handicapped

*** Dependent Handicapped Curriculum Guide (1983)**
Last year available

LRDC / Order #170276 / $2.00

This curriculum guide provides a detailed outline of the areas of learning to be covered in programs for the severely or profoundly mentally handicapped. The guide covers the sequence of learning in a wide range of fields, from ECS programs to school-leaving age.

The item below is included in the Curriculum Guide BUT can also be purchased individually.

Dependent Handicapped Checklist
LRDC / Order #160680 / $2.40

*** This document is being replaced in Fall 1995 by the *Programming for Students with Special Needs* series. Please see pages 34–35.**

Early Childhood Services

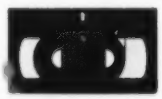
ECS Program Unit Grants: A Handbook for ECS Operators (1995)

Special Education / $N/C

This handbook helps ECS operators make applications for Program Unit Grants (PUG). It also explains how ECS students with severe disabilities receive assistance from teachers, special-needs aides, parents and supporting agency personnel. Revised edition.

Special Children: Responding to Their Needs (1985)

ACCESS
Six, 15-minute programs



This video series describes the services offered to children with special needs enrolled in ECS programs. Teachers, parents and specialists are shown evaluating students' problems and strengths and developing individualized programs to meet their particular needs.

Order #	Titles
2482-01	Opportunities for Growth
2482-02	Identifying Differences
2482-03	Case Conferencing
2482-04	Individualizing the Program Plan
2482-05	Implementing the Program Plan
2482-06	Parents are Special Too

Educable Mentally Handicapped

*** Educable Mentally Handicapped Curriculum Guide (1983)**
Last year available

LRDC / Order #170259 / $35.05

This curriculum guide provides a detailed outline of the areas of learning for students who may have limited success in an academic program, but who may achieve some success in a vocationally oriented program. The guide covers the sequence of learning in a wide range of fields, from school entrance to school-leaving age.

The items below are included in the Curriculum Guide BUT can also be purchased individually.

Checklist:
Living/Vocational Skill
Communication
Computation
LRDC / Order #160705 / $4.90

Overview:
Living/Vocational Skills
Computation
LRDC / Order #160739 / $3.60

Student Profile/Checklist:
Living/Vocational Skills
Computation
LRDC / Order #160755 / $2.20

ECS Checklist:
Living/Vocational Skills
Communication
Computation
LRDC / Order #160713 / $2.60

*** This document is being replaced in Fall 1995 by the *Programming for Students with Special Needs* series. Please see pages 34–35.**

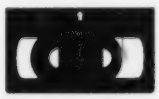
Emotional Disturbances

Awareness Series — Emotional Disturbances

For ordering details, see page 5.

Learning to Live: Emotionally Disturbed Children (1987)

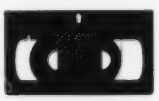
ACCESS / Order #6165–23
30 minutes



The William Roper Hull Home in Calgary and Edmonton's Westfield Centre are two Alberta institutions trying to meet the needs of students with emotional disturbances. In this video, representatives from both institutions talk about the unique workings of their schools, the pressures educators face and the rewards and disappointments of working in this type of educational environment.

Learning To Live: Young Suicide (1987)

ACCESS / Order #6165–26
30 minutes



What can be done to help the despondent student who is on the brink of committing an act of self-destruction? In this video, representatives of the Canadian Mental Health Association, the provincial suicidologist and a suicide consultant offer their insights.

Epilepsy

Awareness Series — Epilepsy

For ordering details, see page 5.

Working Together: Management and Treatment of Epilepsy: It's a Team Effort (1990)

Edmonton, AB: Edmonton Epilepsy Association/ Active 20–30 Club of Central Edmonton

ACCESS / Order #63407-01
18 minutes

This video discusses a team approach to diagnosing and treating people with epilepsy. It involves epilepsy associations, the education system, the medical community and the families and friends of those with epilepsy. It defines epilepsy, discusses the types of epilepsy and the hidden signs that are hard to diagnose. The video demonstrates the steps and tests taken at the University of Alberta Hospital to diagnose epilepsy. It concludes by outlining the various services that epilepsy associations provide. A manual entitled *Epilepsy in Education* accompanies the video.

French Resources

Adaptation scolaire — Bibliographie annotée (1991, 1994)

Language Services, 8th Floor, 10045 - 111 Street, Edmonton, Alberta, T5K 2M5; Telephone (403) 427-2940; FAX (403) 422-1947 / $N/C

Cette bibliographie annotée fait le bilan des ressources françaises considérées comme étant les plus appropriées, actuellement, dans le domaine de l'adaptation scolaire. L'outil peut servir tant pour l'enseignant-titulaire que pour le personnel spécialisé dans le choix judicieux de ressources d'apprentissage et professionnelles dans le domaine de l'adaptation scolaire. Ce document ne se veut pas exhaustif et les ressources énumérées sont données strictement à titre de suggestion.

Découvrons ensemble — Documentation de sensibilisation aux déficiences

Cette trousse avec des composantes à l'imprimé et à l'audio, présentée par le Secrétariat d'État du Canada et la société Man in Motion World Tour, est une ressource qui a pour but de sensibiliser les élèves de la maternelle à la 8e année aux besoins et aux habiletés des personnes handicapées. On y aborde la déficience visuelle, la déficience auditive, la déficience motrice, la déficience intellectuelle, le trouble d'apprentissage et les problèmes de santé mentale et les déficiences invisibles.

Commandez directement du:

Secrétariat d'État du Canada
Programme de participation des personnes handicapées
25, rue Eddy, bureau 13A5
Hull, QC K1A 0M5

Élèves en difficulté d'adaptation et d'apprentissage

By Georgette Goupil

LRDC / Order #189490 / $37.85

Ce texte présente de façon détaillée les difficultés d'adaptation et d'apprentissage. On y retrouve pour les élèves en difficulté d'apprentissage ou de comportement, les élèves ayant une déficience intellectuelle, sensorielle ou physique, les définitions, les manifestations et les causes diverses des difficultés, les approches et les perspectives relativement aux difficultés ainsi qu'une démarche globale d'évaluation pour planifier une intervention personnalisée.

Intégration en mouvement

Cette série comprend neuf brochures-ressources spécifiques à diverses déficiences et visent à soutenir l'enseignant.e dans ses efforts d'intégration. La version abrégée, présentée dans une reliure à anneaux, se veut un outil de référence rapide. Les brochures spécifiques comportent des adaptations aux activités en éducation physique et d'autres paramètres comme l'évaluation, le matériel, les règles, les méthodes d'enseignement et les objectifs.

On y aborde: l'élève ayant une amputation, l'élève ayant la paralysie cérébrale, l'élève étant sourd, l'élève ayant une déficience intellectuelle, l'élève ayant des déficiences multiples, l'élève ayant une déficience visuelle et l'élève en fauteuil roulant.

Commandez directement de:

ACLI/ACSEPL
1600, promenade James Naismith
Gloucester, ON K1B 5N4
Téléphone: (613) 748-5639
(613) 748-5622
Télécopieur: (613) 748-5737

L'éducation physique pour les élèves ayant des besoins particuliers (1993)

Manitoba Bureau de l'Éducation française

LRDC / Order #264862 / $4.70

Ce document vise à faciliter l'intégration des élèves ayant des handicaps aux cours réguliers d'éducation physique. Le document familiarise les enseignants aux différents handicaps dont sont atteints certains élèves et énumère des conséquences et donne des conseils touchant les programmes d'activité physique.

Le plan d'intervention personnalisé en milieu scolaire

By **Georgette Goupil**

LRDC / Order #189507 / $21.75

Ce texte de référence à l'intention des intervenants qui participent à l'élaboration du PIP présente de façon claire et concise, la manière d'élaborer un plan d'intervention dans un cadre où l'élève avec ses besoins spécifiques occupe le centre de toute la démarche.

Mon passeport pour le monde du travail (1988)

This resource is no longer available.

Pratiques d'intervention à l'usage de l'enseignant

Ce document accompagne le document *Système d'alerte à l'usage de l'enseignant*. Il propose des cadres d'intervention, des tactiques spécifiques à partir des données fournies dans les grilles d'observation énumérées dans le premier document. On y retrouve: une description du problème, la gravité des indices, des raisons possibles de la difficulté, des moyens d'intervention et des sources d'appui.

On pourra se procurer ce document par l'entremise du Learning Resources Distributing Centre à l'automne 1995.

Série Sensibilisation

Cette série comprend une quinzaine de brochures pour aider les intervenants, les élèves et les parents à composer avec des conditions médicales extraordinaires ou sur le plan de l'apprentissage dans la salle de classe. Les titres dans la série sont: les troubles affectifs, l'autisme, l'asthme, les allergies, le diabète, la déficience visuelle, les difficultés d'apprentissage, l'épilepsie, la paralysie cérébrale, le spina bifida, la dystrophie musculaire, le syndrome de l'alcoolisme foetal, le syndrome de Down et le syndrome de Tourette.

On pourra se procurer cette série de brochures par l'entremise du Learning Resources Distributing Centre à l'automne 1995.

Système d'alerte à l'usage de l'enseignant.e

Ce document vise à aider les intervenants à dépister les difficultés à partir de 30 grilles d'observation dans les domaines suivants: facteurs familiaux, facteurs reliés à la classe et au milieu scolaire, difficultés sur le plan physique ou sensoriel, troubles d'apprentissage et de développement, troubles de comportement.

On pourra se procurer ce document par l'entremise du Learning Resources Distributing Centre à l'automne 1995.

Gifted and Talented

Accommodating Student Differences: A Resource for Teaching Gifted and Talented Children (1991)

LRDC / Order #162008 / $11.20

Accommodating Student Differences . . . is made up of four teaching units. "Primarily Puppets" uses puppets to develop creativity in students in Grades 1–3 in the subject areas of language learning, drama and art. "Munch on Munsch" focuses on the development of independent study through the areas of language learning, art, music and mathematics in Grades 1–3. "Clean Up Your Act" helps students in Grades 4–6 apply critical thinking skills to the concept of waste management. In "Signed, Sealed and Delivered" the activities use letters from history and literature to encourage the development of communication skills for students in Grades 7–9. *Accommodating Student Differences* . . . is intended as a practical teaching resource to accompany the resource manual *Educating Gifted and Talented Students in Alberta*.

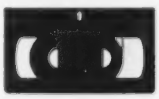
Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers (1986)

LRDC / Order #161191 / $11.65

This document is written for school personnel and addresses key concepts relating to giftedness; e.g., definitions, identification, characteristics, program planning, evaluation and curriculum models.

Serving the Gifted and Talented (1987, 1988)

ACCESS
Six, 30-minute programs



Designed to accompany *Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers* the video series includes the following titles:

Order #	Titles
2763–01	Overview: Bright Kids Are Like This
2763–02	Putting It All Together
2763–03	Identification: Stairway to Discovery
2763–04	Important Teaching Areas: Part I
2763–05	Important Teaching Areas: Part II
2763–06	Evaluation: Keys to Improvement.

Guidance and Counselling

Alberta Career Events: A Planning Guide and Workbook for Counsellors and Teachers (1992)

LRDC / Order #221987 / $2.25

This guide and workbook for school counsellors and teachers discusses how to plan and host a major career event. The strategies and recommendations are the result of many successful career events held throughout Alberta over several years.

Bereavement and Loss Manual: For Administrators and Teachers (1992)

LRDC / Order #162032 / $4.20

This manual is written for school administrators and teachers, ECS–Grade 12. It helps school personnel develop a crisis management plan for use in the event of a death of a staff member or student, whether through illness, by accident or by suicide.

Career Planning for Special Needs Students: No Limits, No Boundaries (1983, 1989)

ACCESS
Five, 30-minute programs

This video series motivates and provides support and guidance in career planning for senior high school students who have special needs.

Order #	Titles
2778–01	Career Opportunities: What Do You Want to Be?
2778–02	Career Planning: Where Are You Going?
2778–03	Self-Assessment: Who Are You?
2778–04	Occupational Research: What Can You Do?
2778–05	Career Planning for the Deaf: What Are Your Options?

Creating a Positive Place Called School: Issues, Strategies and Resources: Elementary School Counselling (1994)

LRDC / Order #281171 / $5.35

This handbook was written for counsellors, teachers and administrators involved in elementary school counselling services. It is divided into the following sections:

- What is Elementary Counselling All About: deals with key components of counselling programs and services
- What are the Referral Issues: focuses on the various issues that face counsellors and others on the student support team
- What are the Strategies: outlines selected strategies to help resolve the issues
- What are Some Resources: is an annotated compilation of resources used successfully by counsellors in Alberta Schools
- Appendices: contain sample forms.

Developing School-Based Guidance and Counselling Programs in Alberta Schools (1990)

LRDC / Order #159196 / $2.25

This monograph highlights the various services and programs available for elementary, junior and senior high schools in the form of checklists. Sample resource lists accompany each of the three levels. These checklists may be used as a guide and/or monitoring form to help schools identify their particular approaches and resources for guidance and counselling.

Everyday Career Development: Concepts and Practices — A Guidebook for Secondary School Educators

Participant Guide / LRDC / Order #277211 / $10.75

Facilitator Guide / LRDC / Order #277203 / $ 5.50

This guide is intended for secondary school educators including teachers, counsellors and administrators. It focuses on ways of infusing career education into the high school curriculum. The Participant Guide helps guidance counsellors work through a "lock-step" process of career planning. The Facilitator Guide helps the facilitator structure the course, provides some of the props that are needed; e.g., transparency masters and offers some tips on course delivery.

From Position to Program: Building A Comprehensive School Guidance and Counselling Program: Planning and Resource Guide

LRDC / Order #TBA / $TBA

This new resource and planning guide is written primarily for school counsellors, teachers and administrators involved in establishing comprehensive school guidance and counselling programs and services. It includes:

- a general model and its characteristics
- three models for the delivery of a program and associated roles
- key issues facing school counsellors
- an exemplary program at each school level
- suggestions for designing a program
- ideas and strategies for assessing a program.

It will be released Fall 1995.

Job Search Information Guide (1986)

LRDC / Order #161159 / $4.45

This guide is intended for use with students in Grades 9–12. Teachers and counsellors may use it in the teaching of job search skills and as a resource for the junior high health and personal life skills curriculum and the Career and Life Management 20 course.

Job Shadowing: An Exploration of Career Options (1990)

LRDC / Order #162503 / $1.00

The focus of *Job Shadowing* . . . is the apprenticeship trades. This resource contains ready-to-use teacher notes and classroom activities for students at the junior high school level. It addresses some of the special concerns of students with special needs and of girls entering non-traditional occupations.

Moving to the Future: Outcome-Based Comprehensive Guidance and Counselling in Alberta Schools (1994)

LRDC / Order #281147 / $4.90

This monograph outlines the nature of an outcome-based approach and presents a model for outcome-based comprehensive school guidance and counselling. It describes the role of evaluation and provides sample student outcomes, a sample counselling program plan, an annotated list for further information, sample monitoring forms and informal evaluation tools.

Promising Practices in School Counselling

Special Education / $N/C

This series of short articles on promising practices was written jointly by school counsellors and the Alberta Education Provincial Coordinator. The articles highlight commendable practices:

1994:
1. Innovative Job Information System at Warburg School
2. The Lions-Quest Affiliate Trainer Program: Making Schools Healthier, Happier Places for Students, Educators and Community Members
3. Facilitating the Growth of a Special Population: Counselling Native Students
4. Restructuring Student Support Services: A Counsellor's Role in a Team Approach
5. Creating a Positive Place Called School: Infusing Self-esteem in an Elementary School
6. Dynamic Duo-Parents and Educators Collaborate to Chart the Career Journey for High School Students

1995:
1. Financial Awards Program: Recognizing Academic Excellence and Student Talent
2. Recognizing Career Days: An Efficient Approach
3. "Coaches" to the Learning Process: The Teacher Advisory System
4. Bully-Proofing Your School: Teaching Strategies for Success
5. Improving School Climate: A Strategic Planning Model.

Suicide Prevention and Coping: A Manual for Teachers, Counsellors and Administrators (1987)

LRDC / Order #161331 / $2.95

Understanding Depression and Suicide: Student Booklet (1987)

LRDC / Order #158974 / $2.00

The manual enhances and complements the health and personal life skills and the career and life management curricula. It is intended for teachers, counsellors and administrators and provides information to help school personnel develop plans for prevention and crisis intervention.

The student booklet provides students with basic information about suicide. It describes the symptoms of depression and several important signs that indicate a person may be contemplating suicide. General guidelines are provided to help the student deal with such a situation.

Home Economics

Step-by-Step: Easy to Read Recipes With Delicious Results (1990)
By **Dorothy Elliott**
Olds, AB: SAGE Publishing

LRDC / Order #153825 / $7.75

Designed for teaching cooking skills, this book contains simple vocabulary and illustrations for step-by-step cooking. It is divided into three sections: no-heat cooking, oven recipes and stove-top recipes. The book also includes checklists, safety rules, rules for cleanliness, how to measure, utensils and how to use a mixer.

Information and Legal

Alberta Child Development Newsletter (1992–19--)

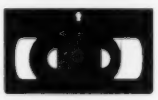
Special Education / $N/C

Each newsletter focuses on a topic of current interest in early child development (0–8 years). The four sections deal with a review of current information from the literature, a description of local program resources, a section of practical advice designed for parents and teachers, and a bibliography of resources dealing with the particular topic.

1992: Self-injurious Behavior, Middle Ear Infections, Sleep Disorders, School Injuries
1993: Preventive Dental Care, Brain Injuries, Enuresis, Challenges of Daily Living
1994: Fetal Alcohol Syndrome, Child Abuse, Allergies
1995: Inclusion, Reading Difficulties, Childhood Depression

Equal Opportunity to Education: For Sensory Multiple Handicapped Children (1987)

ACCESS / Order #2642–01
15 minutes



This video discusses the multi-disciplinary assessment, consultative and school services available to sensory multi-handicapped students and promotes the use of these services (CASE in Grande Prairie, REACH in Calgary, and Consulting Services in Edmonton).

Individualized Program Plans

LRDC / Order #292871–01 / $TBA

Book 3 in the *Programming for Students with Special Needs* series replaces the 1989 Alberta Education resource, *Individualized Program Plans: A Reference for Teachers*. The guide describes a process for IPP development and includes strategies for involving parents. It provides information on writing long-term goals and short-term objectives. Forms and checklists are included to assist in planning. Transition planning is also addressed, along with case studies and samples of completed IPPs.

It will be available Fall 1995. For series information, see pages 34–35.

Information Package on The Child Welfare Act (Alberta) and TheYoung Offenders Act (Canada) for Educators, Parents and Students (1994)

Alberta Education / $N/C

This package was prepared by Alberta Education in cooperation with Alberta Family and Social Services, the Attorney General's Department, and the John Howard Society of Alberta. This information provides students, educators and parents with a clear explanation of their rights and responsibilities under these two pieces of legislation.

Available from Alberta Education: Contract Administration and Copyright, 10th Floor West, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2; Telephone (403) 427-2914; Fax (403) 422-3942.

Parent Resources Inventory (1993)

LRDC / Order #239063 / $3.50

This is an index to a collection of articles that address issues of interest to parents and teachers of children in ECS to Grade 3. Subject areas include: abuse, adoption, advocacy, aggression, bias and stereotyping, communication, computer technology, coping skills, developmental skills, discipline, early childhood programs, exceptional children, gifted and talented, health, independence, loss and bereavement, moral and social development, motivation, parent involvement, parenting, play and playgrounds, reading, writing and literature, safety, self-concept and television. **Once the index is purchased the articles can be ordered at no charge from the Special Education Branch.**

Students with Challenging Needs: Updated Facts and Figures (1992)

Special Education / $N/C

This report presents the results of a survey completed in 1991 by education personnel in school jurisdictions, ECS private operators and private schools across the province of Alberta. The survey consolidates information on the relative incidence of students with special needs receiving education programs in Alberta.

Integration

Achieving the Complete School (1985)

By **D. Biklen et al.**
New York, NY: Teacher's College Press

LRDC / Order #153784 / $26.45

This book is based on two studies of mainstreaming. One is an in-depth series of case studies of 25 successful mainstreaming programs in an American city. The second study is of 20 programs across the United States that display promising practices for schools in the area of integration. The author presents strategies and principles that have proven effective in implementing integration. Chapters are included on the principal's and teacher's roles in mainstreaming, leadership strategies for school district administrators and the parents' role and perspective.

Exceptions: A Handbook of Inclusion Activitites for Teachers of Students at Grade 6–12 with Mild Disabilities (Second Edition, 1988–1994)

By **Deborah A. Murphy et al.**
Longmont, CO: Sopris West

LRDC / Order #284555 / $23.00

This handbook is filled with techniques, practical tools and activities to help regular classroom teachers deal with students with mild disabilities. *Exceptions* . . . helps provide mainstreamed students with survival skills in four basic areas: reading, mathematics, language learning and study skills. It also provides adaptive techniques that enable the teacher to modify regular instructional approaches and materials to accommodate the student. It includes checklists, planning forms and a variety of adaptive techniques for modifying instruction.

Instructional Strategies for Students with Special Needs (1986)

By **Dan G. Bachor and Carol Crealock**
ON: Prentice-Hall

LRDC / Order #153750 / $45.70

This book presents instructional strategies to be used with students with mild disabilities in the regular classroom environment. Instructional strategies are presented for reading, writing, mathematics and composition. Strategies that support the teaching of problem-solving and organizational skills are outlined. Detailed case studies illustrate how the strategies can best be implemented. This book is a resource for classroom teachers at the elementary to junior high school levels.

Integrated Services Review, Yellowhead School Division No. 12: Full Report and Executive Summary (1991)

Special Education / $N/C

Yellowhead School Division No. 12 was the first school district in Alberta to adopt a policy of full integration of students with special needs. The Premier's Council on the Status of Persons with Disabilities and Alberta Education jointly funded a descriptive review of the change process in that district. The purpose of the study was to examine how Yellowhead School Division integrated children with disabilities into regular classrooms and to describe the current status of this process. The study covers the school years 1986–87 to 1990–91. The results are reported in the Executive Summary.

Integration of Students with Special Needs into Educational Settings: An Annotated Bibliography (1993)

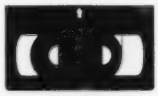
LRDC / Order #237124 / $10.95

Developed in collaboration with the University of Alberta, Faculty of Education, this annotated bibliography lists articles from 1985 through 1991 which deal with the education of children and adults with special needs. The primary sources are the ERIC and PsychLit databases. It also includes a subject index and a list of recent books of potential interest.

Just Regular Kids (1988)

Vernon, BC: North Okanagan Handicapped Association

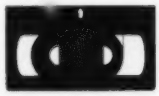
ACCESS / Order #3257-01
10 minutes



This video demonstrates the integration of three students with severe physical disabilities in neighbourhood British Columbia schools. It includes interviews with the principals, teachers and some students. Teachers' concerns and expectations as well as the students' concerns about what is expected of them in the integrated classroom are discussed.

Kids Belong Together (1989)

ACCESS / Order #3359-01
25 minutes



This video features Dr. Patrick Mackan and Lethbridge students and parents exploring the meaning of friendship, the Circle of Friends and the MAPS planning process.

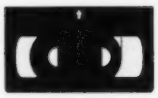
Nicholas (1989)

ACCESS / Order #3358-01
30 minutes

This video tells the story of a six-year-old boy who has severe mental and physical handicaps that make round-the-clock supervision necessary. It chronicles his family's journey from despair to hope as a social worker helps them set up a unique plan that makes it possible for Nicholas to live in his community.

On Cue: Inservice for Teachers: Children with Special Needs (1989)

ACCESS / Order #3085-04
60 minutes



This video provides a look at students with special needs in various areas and how their educational needs are met. It includes career planning and opportunities for deaf students, a family mainstreaming a child with Down's syndrome, opportunities for the gifted and talented child and a look at the Education Response Centre (now the Special Education Branch). Closed Caption.

On Cue II: The Integration of Students with Special Needs (1992)

ACCESS / Order #3374-01
30 minutes

This video program provides teachers, administrators and the public with information on the integration of students with special needs into the regular school system. It describes the present and future direction of integrating students with special needs into the mainstream.

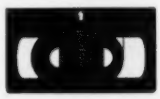
Physically/Medically Handicapped Student in the Regular Classroom (1982)

LRDC / Order #160820 / $3.30

This booklet provides teachers with general information on the classroom management of students having common physical or medical conditions that may interfere with their educational progress. It discusses lifting and transferring techniques, positioning techniques, activities of daily living, interaction with regular students and building modifications that may be necessary to accommodate students with physical disabilities.

Towards Inclusive Education (1993)

ACCESS / Order #3470-00
Three, 30-minute programs



Towards Inclusive Education is a series that portrays the strategies administrators and teachers use to meet the challenges of integration in their schools and classrooms. The programs feature examples appropriate for all grade levels and students with a variety of exceptional needs. Through real-life examples, strategies for the following are provided:

Order #	Titles
3470-01	Planning and Team Building
3470-02	Teaching Strategies
3470-03	Multilevel Instruction.

Interagency Collaboration

Art of Working Together: A Guide to Interorganizational Coordination in the Community, The (1993)

LRDC / Order #247719 / $6.85

An extensive study was conducted across the province to determine how successful interdepartmental and interagency coordination is in Alberta. This guide is a tool for managers or staff who wish to coordinate activities among their own organization or agency and others with similar interests, objectives or goals.

Learning Disabilities

Awareness Series — Learning Disabilities

For ordering details, see page 5.

Breaking the Unseen Barrier (1987–1989)

ACCESS
Eight, 30-minute programs

This video series is intended for regular classroom teachers. It features interviews with top experts in the field, classroom teachers and students with learning disabilities.

Order #	Titles
2697–01	We're Not Stupid
2697–02	Program Planning
2697–03	Reading
2697–04	Disabilities in Arithmetic & Mathematics
2697–05	Oral Language
2697–06	Self-Esteem & Classroom Management
2697–07	Self-Concept and Social Skills
2697–08	Using Technology

How Difficult Can This Be? Understanding Learning Disabilities: The F.A.T. City Workshop (1989)

Etobicoke, Ontario: PBS and Visual Educational Centre

ACCESS / Order #3755–01
70 minutes

This video allows the viewer to look at the world through the eyes of students with learning disabilities. It features a unique workshop attended by parents, educators, psychologists and social workers. They participate in a series of classroom activities which cause frustration, anxiety and tension.

* Learning Disabilities: A Resource Manual for Teachers (1986)

LRDC / Order #161208 / $9.00

This manual serves as a practical resource document for teachers, educational psychologists, counsellors, administrators and other members of an educational team who work with students with learning disabilities. Chapters include program development, self-concept, parents as partners, and teaching strategies for reading, written expression, oral language, spelling, mathematics and social skills. It also discusses the adolescent with learning disabilities and career development.

*** This document is being replaced in Spring 1996 by Book 6 of the *Programming for Students with Special Needs* series. Please see page 35.**

Teaching the Learning Disabled: You've Got what it Takes (1985)

ACCESS / Order #2564-01
30 minutes

This video introduces the resource manual *Learning Disabilities: A Resource Manual for Teachers* that helps teachers deal with students with learning disabilities. As part of an inservice package, this program increases awareness of the problem and suggests remedial teaching strategies.

Teacher Alert System: A guide for teacher managed assessment of students who are "at risk" of school failure (1991)

LRDC / Order #162016 / $6.35

This guide is designed for classroom teachers and school personnel concerned about the needs of students who deviate in some way from the "average student." *The Teacher Alert System* . . . can assist in the identification, assessment and intervention process for students who have special needs that make them at risk for learning problems. The *Teacher Alert System* . . . offers a way to approach each difficulty and begin to structure each solution.

For the French edition see page 19.

Teacher Intervention Practices (TIPS): A companion document to the Teacher Alert System (1992)

LRDC / Order #162024 / $6.95

TIPS . . . is a companion to the *Teacher Alert System (TAS)*. It is for classroom teachers and other school personnel concerned about individual students who may be at risk for learning problems. *TIPS* addresses issues related to family and welfare, school and classroom environment, physical/sensory disorders, developmental and learning disorders, and temperament and behaviour disorders. Each section presents the indicators for the issue, gives criteria for action, possible reasons for the behaviour and tips for dealing with the behaviour. Each section ends with sources of support to classroom teachers and other school personnel.

For the French edition see page 19.

Physical Education

Integrating Physically Disabled Students into Physical Education (1985)

LRDC / Order #161084 / $3.75

This document helps teachers integrate students with physical disabilities into physical education. These disabilities include obesity, asthma, epilepsy, diabetes, as well as more severe disabilities. This manual also includes suggestions for teaching students who are deaf or hard of hearing and students with visual impairments.

Moving to Inclusion: Active Living Through Physical Education: Maximizing Opportunities for Students with a Disability (1994)

Fitness Canada and the Active Living Alliance for Canadians with a Disability

Moving to Inclusion . . . is part of the Canadian Government's five-year National Integration Strategy to facilitate the inclusion of people with disabilities into society. The purpose of this initiative is to help teachers include students with disabilities in the physical education class. The booklets are: introduction, amputation, deaf or hard of hearing, cerebral palsy, intellectual disability, multiple disabilities, skiing, visual impairment and wheelchair.

Order directly from:

CIRA/CAHPER
1600 James Naismith Drive
Gloucester, Ontario K1B 5N4
Telephone: (613) 748-5639 or (613) 748-5622
FAX: (613) 748-5737

Programming for Students with Special Needs

Programming for Students with Special Needs (1995)

LRDC / Order #292847-01 / $TBA

Complete package: Includes Books 1, 2, 3, 4; two computer discs (3.5" DOS and 3.5" MAC); one binder.

Available October 1995. Contact the LRDC to preorder these resources.

The books and set of discs can also be purchased individually:

Set of Software Discs:
3.5" DOS and 3.5" MAC

LRDC / Order #295487-01 / $TBA

These discs contain the blackline masters from *Teaching For Student Differences* (Book 1), the checklists in *Essential and Supportive Skills for Students with Developmental Disabilities* (Book 2), and various templates for *Individualized Program Plans* (Book 3).

Book 1 — Teaching For Student Differences

LRDC / Order #292855-01 / $TBA

Highlights strategies for differentiating instruction within the regular classroom for students who may be experiencing learning or behavioural difficulties, or who may be gifted and talented. It also describes a process for modifying the regular program and includes forms to assist in teacher planning.

Book 2 — Essential and Supportive Skills for Students with Developmental Disabilities

LRDC / Order #292863-01 / $TBA

Includes developmental checklists for communication skills, gross and fine motor skills, as well as charts and checklists which provide a continuum of life skills by domain (domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, career development. The Alberta Education curricula (1983) for educable mentally handicapped, trainable mentally handicapped and dependent mentally handicapped students is to be replaced by this support document.

Book 3 — Individualized Program Plans (IPPs)

LRDC / Order #292871-01 / $TBA

Individualized Program Plans replaces the 1989 Alberta Education resource, *Individualized Program Plans: A Reference for Teachers*. The guide describes a process for IPP development and includes strategies for involving parents. It provides information on writing long-term goals and short-term objectives. Forms and checklists are included to assist in planning. Transition planning is also addressed, along with case studies and samples of completed IPPs.

Book 4 — Teaching Students Who are Deaf or Hard of Hearing

LRDC / Order #292889-01 / $TBA

Includes information on the nature of hearing loss, the various communication systems which may be used, program planning and teaching strategies, and a section on amplification and educational technologies which includes hints for troubleshooting hearing aids and FM systems.

Book 5 — Teaching Students with Visual Impairments

LRDC / Order #292904-01 / $TBA

Is currently under development in collaboration with the British Columbia Ministry of Education. This section will be distributed after the *Programming for Students with Special Needs* document.

Book 6 — Teaching Students with Learning Disabilities: Classroom Strategies

Is currently under development in collaboration with the County of Strathcona. Further details will be provided upon release of the document scheduled for Spring 1996.

Reading

Paired Reading: Positive Reading Practice: A Training Videotape with Accompanying Manual (1991)
Northern Alberta Reading Specialists' Council/ Filmwest Associates Distribution Ltd.

LRDC / Order #242131
$102.15

This package includes a two-part video and an 80-page manual. It was designed by Canadian literacy experts for the improvement of literacy at many levels and for all age groups. The videotape demonstrates the key principles and characteristics of paired reading in a variety of contexts (positive, preventative, remedial, etc.). The manual presents the research in an understandable fashion and clearly sets forth appropriate ways to establish paired reading situations. For the initiator or coordinator of projects and workshops, there are samples of inservice handouts, letters to initiate projects and evaluation sheets that may be adapted or duplicated for use in training workshops.

Social Skills

Enhancing Social Skills in the Classroom (E.C.S. to Grade 3): A Manual for Instructors (1991)

LRDC / Order #161563 / $7.10

Enhancing Social Skills in the Classroom (E.C.S. to Grade 3): Participant's Handouts (1991)

LRDC / Order #161571 / $5.90

The manual contains a set of 10 training sessions for regular classroom teachers and presents an approach to enhancing students' social skills in the classroom. Principles and strategies are presented and classroom applications are stressed. The sessions are intended to be modified and used flexibly to meet the needs of the teacher.

The Participant's Handouts are designed to accompany the manual.

Skillstreaming the Adolescent: A Structured Learning Approach to Teaching Prosocial Skills (1980)

By Arnold P. Goldstein, Robert P. Pafkin and Jane N. Gershaw
Champaign, IL: Research Press Co.

LRDC / Order #294520-01

This book's major focus is social skill deficiency and its remediation through a skill training approach called structured learning. Structured learning is explicitly designed to teach adolescents social skills, planning skills, skills for dealing with feelings, skill alternatives to aggression and skills for responding effectively to stress. Screening and implementation procedures, prosocial skills and their behavioural steps, along with lesson plans are included. Designed for Grades 7-12.

Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills (1984)

By Ellen McGinnis and Arnold P. Goldstein
Champaign, IL: Research Press Co./Colwell Systems

LRDC / Order #153817 / $20.70

The resource provides a detailed description of the components of structure learning and offers screening procedures to help identify students who are deficient in prosocial skills and their specific skill strengths and weaknesses. It presents a step-by-step guide for the implementation of structure learning with young children. A full listing of prosocial skills and their behavioural steps, along with lesson plans and suggested application situations are also included. Designed for Grades 1-6.

Walker Social Skills Curriculum: The ACCEPTS Program (1983)

By **Hill M. Walker et al.**
Austin, TX: Pro-Ed

LRDC / Order #294950 / $TBA

ACCEPTS is designed for use with students with mild and moderate disabilities in primary and intermediate grades by teachers in special education and regular classroom settings. It can also be used by other school professionals concerned with the integration process or with teaching social-behavioural competencies essential for successful integration. The curriculum contains a placement test, nine-step direct instructional procedures, guidelines for teaching, social skills scripts, role-play activities and tests, activities to use in small and large group settings, and behaviour management procedures.

Walker Social Skills Curriculum: The ACCESS Program (1988)

By **Hill M. Walker et al.**
Toronto, ON: Psycan Corporation

LRDC / Order #TBA / $TBA

ACCESS provides a complete curriculum for teaching effective social skills to students at the junior and senior high school levels. The program teaches peer-to-peer skills, skills for relating to adults and self-management skills. It is designed to be taught one-to-one or in a small or large group format. Thirty social skills scripts, an eight-step instructional procedure and student study guide are included.

Trainable Mentally Handicapped

*** Trainable Mentally Handicapped Curriculum Guide (1982)**

LRDC / Order #170308 / $27.55

This curriculum guide provides a detailed outline of the areas of learning for students who have some independence of function but who will benefit most from a non-academic program stressing self-help skills. The guide covers the sequence of learning in a wide range of fields, from ECS programs to school-leaving age.

The items below are included in the Curriculum Guide BUT can also be purchased individually.

Checklist:
Living/Vocational Skills
Communication
Computation
LRDC / Order #160870 / $3.55

Overview:
Living/Vocational Skills
Communication
Computation
LRDC / Order #160888 / $2.50

Student Profile/Checklist:
Living/Vocational Skills
Communication
Computation
LRDC / Order #160896 / $2.85

ECS Checklist:
Living/Vocational Skills
Communication
LRDC / Order #160854 / $2.90

*** This document is being replaced in Fall 1995 by the *Programming for Students with Special Needs* series. Please see pages 34–35.**

Transition Planning

Transition Planning for Young Adults with Intellectual Disabilities: A Resource Guide for Families, Teachers and Counsellors (1992)

Special Education / $N/C

This guide outlines the five steps in transition planning, when to start a transition plan and who is involved in the planning process. It concludes with a section of contacts for further information and assistance.

Visual Impairment

Awareness Series — Visual Impairments

For ordering details, see page 5.

Vision Video: Integrating the Visually Impaired Student in the 90's (1993)

ACCESS / Order #3664-01
21 minutes

The Vision Video . . . provides inservice training for classroom teachers and administrators who have students with visual impairments integrated into their school setting. The video demonstrates:

- specific teaching methods and adaptations necessary for successful integration of students who use braille and those with limited visual impairments
- current technology which can assist students with visual impairments and their teachers
- partnerships between itinerant vision teachers, regular classroom teachers, parents and students.

* Visually Impaired Curriculum Guide (1982)

LRDC / Order #170283 / $2.00

This curriculum guide provides a detailed outline of the special areas of learning that may be affected by visual impairment. It covers the sequence of learning in a wide range of fields, from ECS programs to school-leaving age.

The items below are included in the Curriculum Guide BUT can also be purchased individually.

Checklist: Living/Vocational Skills
LRDC / Order #160903 / $1.50

Overview: Living/Vocational Skills
LRDC / Order #160911 / $1.50

Student Profile/Checklist: Living/Vocational Skills
LRDC / Order #160937 / $2.20

*** This document is being replaced in Fall 1995 by the *Programming for Students with Special Needs* series. Please see page 35.**

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